Generating a Pool of Candidate Programmatic Actions for the Implementation Plan

DISCUSSION DRAFT

The Implementation Plan to accompany the 2015-2015 NOAA Education Strategic Plan will include both PROGRAMMATIC and COUNCIL-WIDE actions. The intent of including programmatic actions is to acknowledge that much of the progress toward the Strategic Plan will happen through the work in each of your programs, and to capture the breadth of that work under the umbrella of the new plan. This is the first time existing programmatic actions will be included in the Implementation Plan. Council members should expect an iterative process as the Council refines its thinking about what is most appropriate for the Implementation Plan. The steps for this decision making process are described below:

1. GENERATE POOL OF CANDIDATE PROGRAMMATIC ACTIVITIES: Using this Google form, propose existing programmatic activities that may be appropriate to include in the Implementation Plan. Google form will be open for data collection for....
(Recommendation for Ed Council discussion: Pilot process with ~3 volunteers from the Council through Feb. 6, 2015. Make necessary adjustments and open form to the whole Council for data collection for 3 weeks during Mar. 16 - Apr. 3, 2015)

2. REVIEW POOL OF ACTIVITIES: Council members will look across the collection of potential activities using a pre-defined set of criteria (next page), refine their thinking of what would be appropriate, and ultimately decide on what activities should be included in the final plan. Much of this process will be completed outside of the Implementation Retreat where we will primarily focus on Council-wide activities.

3. DATA ANALYSIS: Initial analysis of pilot data by the Data Team as part of the Annual Review at the March Council meeting. Further analysis and decision by the Council would occur outside of the Implementation retreat.

Your username (**lisa.nakamura@noaa.gov**) will be recorded when you submit this form. Not **lisa.nakamura**? Sign out
* Required

1. **Please select your Education Council Administrative Unit** *

   Mark only one oval.

   ◯ NESDIS - At Large

   ◯ NMFS - At Large

   ◯ NMFS - TAS

   ◯ NOS - At Large

   ◯ NOS - OCM

   ◯ NOS - NERRS

   ◯ NOS - ONMS/Nancy Foster

   ◯ NWS - At Large

   ◯ NWS - WCM

   ◯ OAR - At Large

   ◯ OAR - CPO

   ◯ OAR - OER

   ◯ OAR - SG

   ◯ OED - K-12 & Informal Ed

   ◯ OED - B-WET

   ◯ OED - Higher Ed/Hollings

0. Brainstorm (Optional)

This section is a worksheet to help think you through what programmatic action you may want to offer. If you would like to go directly to the form, skip to the next section.

You'll need a copy of the Strategic Plan framework: http://goo.gl/UPjYOp

STEP 1.
Pick a program you'd like to explore. Is it Climate Stewards? Teacher at Sea? NOAA Science Fair? Science on a Sphere? Ocean Guardians? We're brainstorming here so pick what you gravitate towards. Anything that will be executed within the first two years of the Strategic Plan/Implementation Plan is fair game.

Now craft a short action phrase that states what you do in that program. Don't think too hard. You can always change or refine it later.

Example:
B-WET
We provide competitive grants to organizations to implement Meaningful Watershed Educational Experiences (MWEEs)

STEP 2.
Look through the list of all the Objectives in the Strategic Plan. Which one does the program relate to? Is there more than one? List them out.

Example: 1.1, 1.2, 2.1, 2.2

STEP 3.
Now we want to dig a little deeper on how the program you are exploring through this exercise is

contributing to the bigger picture (i.e. the Objective you just identified). Take a look at the Evidence of Progress (EoP) statement that relates to the Objective that you listed as a starting point.

Example:
Objective 1.1 - EoP 1.1a
Objective 1.2 - EoP 1.2a
Objective 2.1 - EoP 2.1a
Objective 2.2 - EoP 2.2a

Let's focus on the first one in the example. Are you currently collecting any evidence towards EoP 1.1a? If yes, what are you collecting? If no, do you have anything you are collecting instead? Can it be used to show progress toward Objective 1.1? How? The EoP is just one way one could show progress toward a given Objective. There could be other ways, too.

Example:
Evidence for 1.1: Number of students participating in B-WET funded MWEEs. Source: students output measure

Evidence for 1.2: Number of teachers participating in B-WET funded MWEE PD. Source: educators output measure

Evidence for 2.1: Percent of grantees who incorporate stewardship topics into their MWEE programming. Source: National Evaluation

Evidence for 2.2: Percent of teachers who report conducting stewardship activities with their students. Source: National Evaluation

STEP 4.
Based on the types of information you are collecting, refine your original action phrase from Step 1 so it only focuses on one of the Objectives.

Example:
Objective 1.1
Action: Fund Meaningful Watershed Education Experiences (MWEEs) serving students.

Objective 1.2
Action: Fund opportunities for teacher professional development in support of MWEE implementation.

Objective: 2.1
Action: Support B-WET grantees to include stewardship related content and activities in their projects for students.

Objective: 2.2
Action: Support B-WET grantees to include stewardship related content and activities in their projects for teacher professional development.

Now you should be able to say:
[Action statement] so that [Objective]. We can report on [evidence] as evidence toward this Objective.

Example:
We fund MWEEs serving students so that youth and adult audiences from all sectors of society have increased understanding of NOAA-related sciences from participation in formal and informal learning opportunities. We can report on the number of students participating in B-WET funded MWEEs as evidence toward this Objective.

Feel free to go back and forth between the steps until you feel comfortable.

You are now ready to fill out the form!

I. Identify candidate programmatic action

In the section below, Council members are encouraged to submit preexisting programmatic actions for inclusion in the 2-year Implementation Plan. Please submit a separate form for each action. The pool of actions collected will later be reviewed by the Council against the following criteria:

1. Directly maps to one Objective in the Strategic Plan.
2. Progress towards the Objective can be tracked.
3. Represents a "substantial" activity*.

*The absolute and relative magnitude of progress made toward the Objective can be considered. For example, an activity may be a niche activity with a small reach, but could be demonstratively effective at causing desired behavior change. Alternatively, an activity may be weak on tying back to progress, but may be substantive due to the proportionately large number of people reached.

Please think inclusively and broadly at this stage, and feel free to submit more than one form!

The draft Strategic Plan framework can be accessed here: http://goo.gl/UPjYOp

2. **Short action phrase that states one thing you do in you program.** *

   This is your candidate programmatic action. Example: Support B-WET grantees to include stewardship related content and activities in their projects for students.

3. **Provide a short description of your program so the action phrase can be understood in context.** *

   Example: B-WET is an environmental education program that promotes locally relevant, experiential learning in the K-12 environment. The primary delivery of B-WET is through competitive funding that promotes Meaningful Watershed Educational Experiences (MWEEs). B-WET currently serves seven areas of the country: California, Chesapeake Bay, Great Lakes, Gulf of Mexico, Hawai'i, New England, and the Pacific Northwest.

II. Connection to the Strategic Plan

All programmatic actions you submit should directly map to an Objective in the Strategic Plan. In the section below, please select the Objective that most strongly links to the candidate programmatic action you selected.

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4. **Check one Objective that most strongly links to the candidate programmatic action.** *

Check all that apply.

☐ 1.1 Youth and adult audiences from all sectors of society have increased understanding of NOAA-related sciences from participation in formal and informal learning opportunities.

☐ 1.2 Formal and informal educators integrate NOAA-related sciences into their teaching, curricula and interpretive products and programs.

☐ 1.3 Formal and informal education organizations integrate NOAA-related science content in, and collaborate with NOAA scientists on the development of exhibits, media, materials and programs that support NOAA's mission.

☐ 2.1 Youth and adults from all sectors of society are knowledgeable of conservation and stewardship practices and skilled in applying them to address local, regional, national and global issues related to NOAA's mission.

☐ 2.2 Formal and informal educators increase the integration of NOAA-related conservation and stewardship concepts and supporting activities in education programs, materials and curricula.

☐ 2.3 Formal and informal education organizations establish guidance and provide support towards increasing participation of education audiences in stewardship activities that advance conservation, protection and restoration of natural and cultural resources related to NOAA's mission.

☐ 3.1 Youth and adults from all sectors of society are aware of, prepare for and appropriately respond to environmental hazards that impact health, safety and the economy in their communities.

☐ 3.2 Formal and informal educators utilize and produce education materials and programs that integrate and promote consistent science-based messaging on hazards, impacts and societal challenges related to water, weather and climate.

☐ 3.3 Formal and Informal education institutions integrate water, weather and climate hazard awareness, preparedness and response into exhibits, curriculum and programs that create learning opportunities for youth and adults.

☐ 4.1 Students, particularly from underrepresented groups, consider education and career pathways in disciplines that support NOAA's mission.

☐ 4.2 NOAA and partner institutions leverage federally funded assets to provide postsecondary students with experiential learning, research and scholarship opportunities.

☐ 4.3 Postsecondary students, particularly from underrepresented groups, pursue and complete degrees in disciplines critical to NOAA's mission.

☐ 4.4 Graduates completing NOAA-supported student opportunities continue education and/or enter careers in disciplines that support NOAA's mission.

☐ 5.1 Leaders internal and external to NOAA recognize and support education investments as a way to achieve Agency mandates, mission and goals.

☐ 5.2 NOAA's education community develops and implements Agency education priorities informed by constituent needs and national initiatives.

☐ 5.3 NOAA educators and partners collaborate at local, regional and national levels to coordinate efforts and better serve educational audiences.

☐ 5.4 NOAA and partner organizations utilize effective evaluation, performance monitoring and evidence-based approaches in the design and management of educational programs, products and services.

☐ 5.5 NOAA develops and supports a coordinated portfolio of products, programs and partnerships that improves education opportunities in NOAA-related content areas for

underserved audiences.

III. Tracking progress toward an Objective

As a community, we have made a commitment to track progress toward the Objectives in the Strategic Plan. The Data Team will be asking for any evidence you may have regarding your candidate action on an annual basis to help track progress toward the selected Objective.

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5. **What information are you collecting regarding your candidate action that can be used to track progress towards the Objective(s) you selected above? ***

   You can take hints from the EoPs since they are written as a progress statement.

☐ Send me a copy of my responses.

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